**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: The Envision Lesson:**  **6th Grade Topic 15-1 Equations with More Than One Operation 6t6thEquations** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally)   Students will possibly try to combine unlike terms.   * How will you prevent these failures?   We will review the vocabulary.   * What will you do to maintain consistency?   Refer to the vocabulary and prior knowledge   * How will you know if it is working?   Observation | Review Words-  equations  equality  variables  like terms  order of operations  inverse operations |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know (*Math Journaling)   *Go over:*  *One step variable equations*  *Problems involving Order of Operations*  *1. Evaluate a+6=13*  *2. Evaluate 4x=36*  *3. Simplify 3b + 9 + 2b + 6*  *4. Solve 4 + 3 x 2 -1=* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   All vocabulary is review, so we will think pair share, journal, and class discussion   1. How will you provide multiple opportunities for vocabulary to be used in context?   During class discussions | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need?   Pearson Visual Learning Animation  Algea-blocks  Balance Scale   1. Will each student have enough materials to model the problems?   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson?   Journals | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + Document camera  1. Check for understanding during the *Guided Practice*.   Partner share on doc cam/overhead   1. Where will students record their work?   Journals   1. If most students are struggling during this phase of the lesson, what will you do?    * Reteach in small groups    * Use the *Differentiated Instruction: Intervention* lesson. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? Independent Practice p373 2. Where will students record their work? journal 3. Will you collect, grade and record the independent practice? Check for understanding 4. How will you check for understanding? Partner check 5. If students do not finish the problems assigned for independent practice, will these problems be homework? Use Quick Check and assign additional problems as needed. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) * Center Activity-Clip and Cover (p372A) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + *Quick Check* (in *Teacher Resource Masters)*   Formative Assessment Tools   * + Writing to Explain | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:   * + *ReTeach 15-1, Practice 15-1, or Extend 15-1*   + Center Activity-Clip and Cover (p372A)   *Students can make an Input Output Chart with one of the problems in the Guided Practice.*   * + Online games from *Envision Digital Premium*  1. Will you do these activities and if so, when?   While working with students who are struggling   1. How will you determine which activities will be assigned to each group of students? Quick Check | |
| **HOMEWORK** | |
| Choose from the many options: Select 5-10 problems to do   1. Will you collect and grade homework? Self-grade & assess understanding 2. Will you discuss homework? Is so, when? Yes, after we check it | |